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How I teach is my message:

How teacher educators model the use of
information and communication
technologies

David Powell, March 2011

Ofsted (2009, p.13)

- There were a few occasions where teacher trainees' [sic] use of information technology was restricted to PowerPoint for presentation purposes. These teacher trainers did not take the opportunity to demonstrate innovative use of technology...

Case study as part of EdD

- Sample of 4 teacher trainers
- Taped interviews that lasted about 30 minutes
- Modelling a limited range of ICT with their trainees
- Partly attributable to their skill levels in ICT and consequent low confidence when using it.
- Limited participation in formal continuous professional development
- Uneven access to ICT facilities to practise any newly acquired skills
- Reluctance to invest time in developing ICT resources.
- Attitudes towards ICT were sometimes based on a limited use of ICT and so not always based on experience.
- Further research needed

Modelling is...

- the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers' professional learning (cf. Gallimore & Tharp, 1992)." (Lunenberg et al. (2007, p.589).

Lunenberg et al.'s (2007) 4 types of modelling

- Implicit modelling
- Explicit modelling
- Explicit modelling and facilitating the translation to the student teachers' own practice
- Connecting exemplary behaviour with theory

Existing research on teacher educators

- Self-study. For example, Loughran and Berry (2005)
- Case studies. For example, Lunenberg et al. (2007)

Aim of my research

- To investigate how teacher trainers model the use of information and communication technologies in their teaching with in-service trainees from the Lifelong Learning and Skills sector.
- Sub aims include:
 - a) To contribute towards the debate about how teacher educators model “exemplary practice” to their trainees;
 - b) To explore teacher trainers’ attitudes towards ICT and how this affects their use of ICT with their trainees

My proposed approach from Form 2

- Multiple descriptive case studies . “using multiple cases can lead to some form of replication” (Noor, 2008, p1603)
- 10-12 teacher educators initially
- Two cycles
- Each cycle would cover:
- Documentary evidence: lesson plans and schemes of work
- Observations of teaching.
- Taped, semi-structured Interviews.

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